66TH CONFERENC	E ON EXCEPTIONAL CHILDREN
	Power of Narratives:  Ilti-Tiered Language Intervention
Douglas B. Petersen, Pl University of Wyoming	SELF-ASSESSMENT:
PUBLIC SCHOOLS OF NORTH CAROLINA	A Journey of Change November 8-10, 2016

# Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

# Disclosures

Financial Disclosures:

- Vice president of research for Language Dynamics Group (LDG)
- Researcher and publisher of the CUBED assessment, Predictive Early Assessment of Reading and Language (PEARL), and Story Champs

# **Goals of Training**

Participants will apply the knowledge and skills learned in this training to support reading achievement of all students through early oral language promotion.

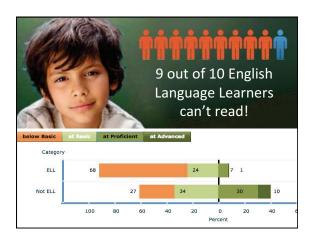
Participants will be able to implement a multitiered system of language support that involves universal screening, progress monitoring, tiered instruction, and data based decision making.

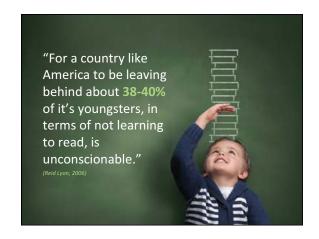


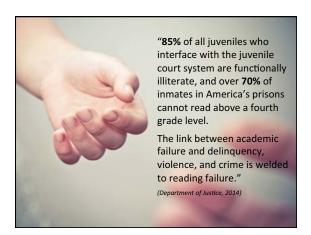












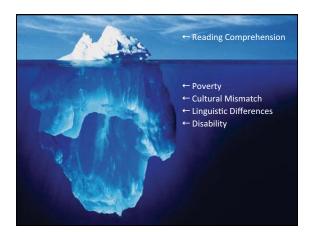


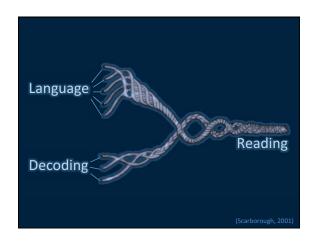
# Seeing the Problem

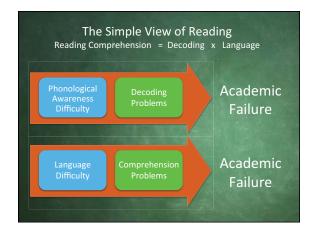
- Only 12% to 18% of students are expected to have difficulty learning to decode.
- Culturally and linguistically diverse students do not have more difficulty learning to decode than other students.

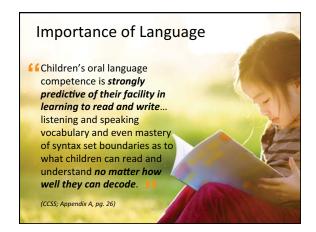
Biemiller, 2003; Lindsey et al., 2003; Proctor et al., 2005; Nakamoto et al., 2007

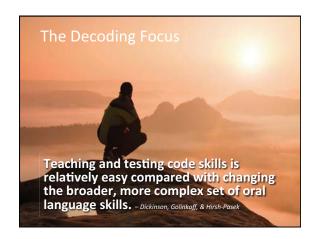




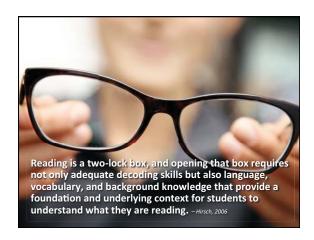
















Promote language with the same vigor as we do decoding

# Think - Pair - Share

- What tools do we need to be able to promote early oral language with the same vigor as early decoding?
- Take a minute to think.
- Walk to \_\_\_\_\_ partner.
- Discuss your answers.

# What Would We Need?

## 1. ASSESSMENT

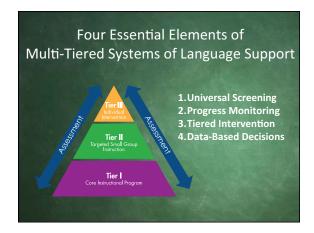
Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students' language skills and measuring growth over time.

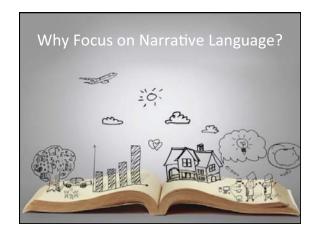
- Universal Screening
- Intervention Planning
- Progress Monitoring

# 2. INTERVENTION

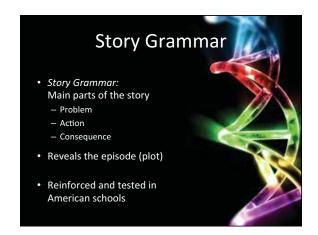
An effective, language curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children.

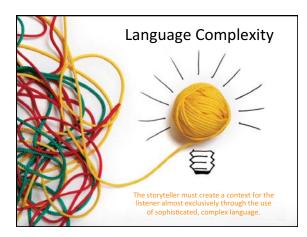
- Whole class
- More intense
- arrangements

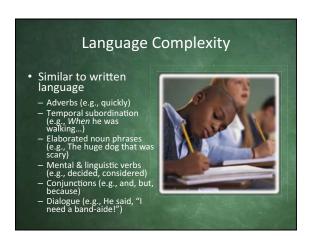


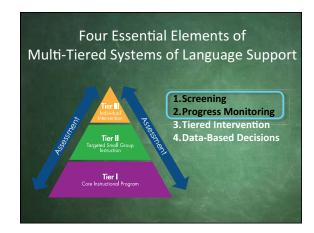








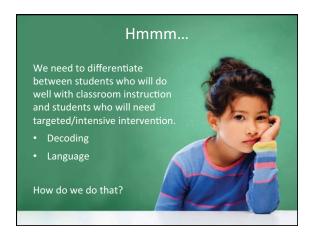






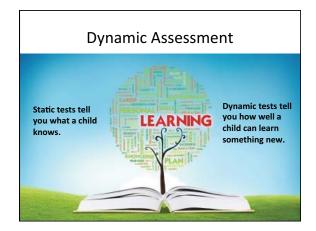
# Students Entering Kindergarten 1. Students who have strong skills 2. Students who have poor skills but will respond rapidly to classroom instruction. 3. Students who have poor skills and will not respond adequately to classroom instruction.

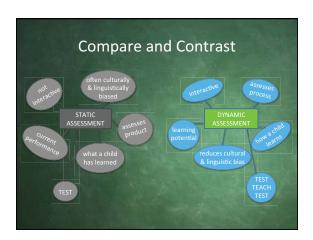
# School 1 43% School 2 62% School 3 60%

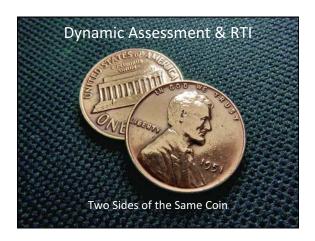


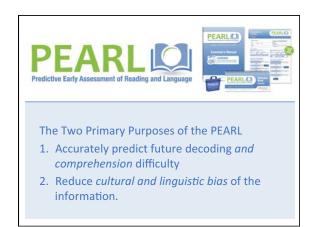
# Think - Pair - Share

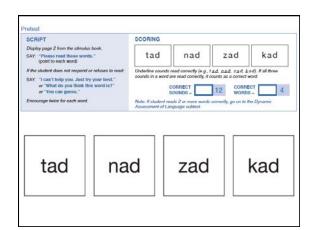
- How can we differentiate students who will do well with classroom instruction and students who will need targeted/intensive intervention?
- Take a minute to think.
- Get a partner.
- Discuss your answers.

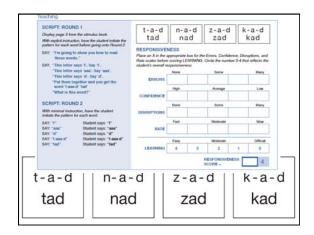




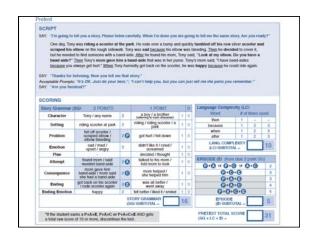


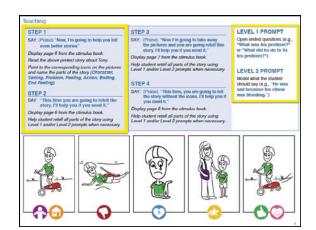


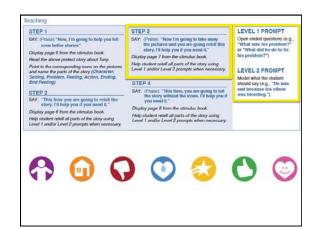




Posttest	
SCRIPT SCORING Display page 4 from the stimulus book.	
SAY: "Please read these words." nad kad tad zad (point to each word."	
If the student does not respond or refuses to read:  Underline sounds read correctly (e.g., r.ad, a.ad, z.ad, h.ad). If all three sounds in a word are read correctly, it counts as a correct word.	
or "What do you think this word is?"  or "You can give "So CORRECT  or "You can give he word word  Encourage he're for each word  Encourage he're for each word  UNDIS = 12  ORRECT  WORDS = 4	
crossage wice to each word.	
nad kad tad zad	
Tiad   Rad   tad   Zad	
	_
Buildest 2: Dynamic Assessment of Language Proted	
SCRET.  Set: "In going to led you a more filence below carefully. When i'm most you are going to red you fire the name shorp Are you range?"	
One day, they were desired presented with game in version or in contrast present the feature of the contrast contrast and extensive contrast and extensive contrast	
See "The control of the control of t	
Proteom Call State Call Call Call Call Call Call Call Cal	
Manage	
DES CONTROL	
When readministers of the PARK Plack or Park And And proper properties to the scored properties to the scored properties and the scored properties a	
Medi Partener. Venue france primaria de la ridigi para antidi.  a consultaria primaria primar	
Print to the convention on the problems of the problems of the first of printing cont on the printing cont on the printing control of the printing con	
ETF 1  507 "The best pass are passed based for the control of the	
	1
Gubbest 3 (Continued): Dynamic Assessment of Language	]
Nandrug (Continued)  RESCHORTAGES  Age of a few ground make in the finance of the continued	
Comment of the comment and the Production of the Comment of the Co	
FACE TO SERVICE STATE OF THE PROPERTY OF THE P	
econes a la l	
Formation (Internal property of the processing processing section), where the date process prograph in the less than one of the processing processing and the processing process	
record on the entire type of the	
to the first the re-"residence of any country for the figure of the residence of the reside	
COMMON	
Paramon	
Comparison   Com	

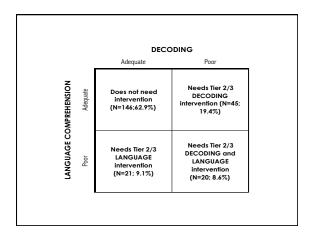






sching		
STEP 1	STEP 3	LEVEL 1 PROMPT
SAY: (Praise). "Now, I'm going to help you tell	SAY: (Praise). "Now I'm going to take away the pictures and you are going retell this	Open ended questions (e.g.,
even better stories"  Display page 6 from the stimulus book.	story, ra nesp you it you need it.	"What was his problem?" or "What did he do to fix
Read the above pretest story about Tony	Display page 7 from the stimulus book.  Help student retell all parts of the story using Level 1 and/or Level 2 prompts when necessary.	his problem?")
Point to the corresponding icons on the pictures and name the parts of the story (Character, Setting, Problem, Feeling, Action, Ending,		LEVEL 2 PROMPT Model what the student
and Feeling)	STEP 4	should say (e.g., "He was sad because his elbow
STEP 2 SAY: "This time you are going to retell the story. I'll help you it you need it."	SAY: (Fraise). "This time, you are going to tell the story without the icons. I'll help you if you need it."	was blooding.")
story, I'll help you if you need it." Visplay page 6 from the stimulus book.	Display page 8 from the stimulus book	
Help student retell all parts of the story using uvel 1 and/or Level 2 prompts when necessary.	Help student retell all parts of the story using Level 1 and/or Level 2 prompts when necessary	
eaching (Continued)		
	Few So	ne Many
RESPONSIVENESS  Place an X in the appropriate box for the Prompts,	PROMPTB	
Confidence, Disruptions, and Rate scales before scoring LEARNING. Circle the number 0-4 that	High Aver	age Low
reflects the student's overall responsiveness.	CONFIDENCE	
	DISRUPTIONS Ser	ne Many
	Fast Mod	rane Slow
	RATE	
	Easy Mod	rate Difficult
RESPONSIVENESS 4	LEARNING 4 3 2	And the second s
THE RESERVE TO SERVE THE PROPERTY OF THE PERSON NAMED IN COLUMN TO SERVE THE PERSON NAMED IN COLUMN TO		
Postfest		
SCRIPT SAY, "Trit going to tell you a story. Please listee	carefully. When I'm done you are going to tell me the same	story. Are you ready?"
	in her bedroom <u>because</u> she wanted to play baseball with	some friends.
	re. Then Heather was mad because she couldn't find her	e and refereb
When she went to get her hat, it wasn't the Then she decided to ask her brother who it	as lots of hats. Heather dashed off to find her older brothe	to second if that if within
When she went to get her hat, it wasn't the Then she decided to ask her bother who hasked, "Have you seen my blue, worn his	as lots of hats. Heather dashed off to field her older brothe 17" Heather's brother gave her the hat and said, "I wanted i er. Abat she put it on, Heather was happy because she was	b wear it but it was
When she went to get her hat, it wasn't lib Then she decided to ask her boother who it asked, "Have you seen my blue, wors he too tight for me." Heather's hat periocity fit it SAY. "Thanks for lishening, Now you tell me th	as lots of hots. Heather dashed off to find her older broth 17" Heather's brother gave her the hat and said, "I wanted to er. ADat she put it on, Heather was happy because she was at story."	o wear it but it was ready to play.
When she went to get her hat, it wasn't lib Then she decided to ask her bother who i asked, "Have you seen my blue, wors he too light for me." Heather's hat perfectly fit i SAY. "Thanks for listening, Now you tell me th	as lots of hats. Heather dashed off to field her older brothe 17" Heather's brother gave her the hat and said, "I wanted let. Abut she put it on, Heather was happy because she was	o wear it but it was ready to play.
When she went to get her had, it wasn't the Ting she decided to such her bother who saked, "Nave you seen my blue, wors he too light to me." Headin's had periodic His SAY. "Thanks for listening, Now you list me B Acceptable Prompte: "I's DK, Just do your her SAY. "Are you finished?" SCORING	is that of half, Healther desirbed of the fine ther older brothler. "If "Healther's brothing gave here the land said," is eastfold er. Aftar she put it on, Healther was happy bocassas she was at story." ", " can't help you, but you can just sell me she parss yo	o wear it but it was needy to play. u remember."
When she work to got her haft, it wasn't he Inten the decided to ask the brothers sho I asked, "Here you seen my blass, worn a to be get to me." I reader to an principly if BAY. "Thanks for fallering, New you had me the Acceptable Proping." "If OK. Aust do you'r her BAY. "Are you faisshed?" SCORING Story Gazzmanar (BGI 2 POINTS	so Sec of his. Healther deashed of the Seed her older brokels "Fellowin's Extender when the final and such "sustedio" or Age, and put it on, "Hostlers was happy because she was it show;" "," "Can't help you, but you can just sell me the parts you got a specific property of the self-order of the self	o word it but it was ready to play. U remember." Heality (LC) # of times used
When she went to got her half, it wasn't he half wasn't he bedeated to also her bedeated to also the bedeated to a	so Sec of his. Healther deashed of the Seed her older brokel Profile "Fellowings Storing when We the Man all and S." sandroll or Added the Seed of the	oweek foul it was ready to play.  u remember: "  # of tends used  1
When she went to got her half, it wears I he Intended to ask heckeded to ask her bettiers sho I asked, "Here you seen my blase, worn a hunt or layer to me I readers he prescript in EAP." Thanks for intending, how you had me the Acceptable Property. "I'm CA. Aust do you're her BAY. "Any you faistained?" SCORING  Story Grammar (BG) 2 PCINTS  Character Heather I any name 2 Getting 96000 getting and her gotting the property of the Problems of the SCORING Character Heather I any name 2 period of the SCORING Character Heather I any name 2 period of the SCORING Character Heather I any name 2 period of the SCORING Character Heather I any name 2 period of the SCORING Character Heather I any name 2 period of the SCORING Character Heather I any name 2 period character in the SCORING Character Heather I any name 2 period Character I had not not the SCORING Character I had not	so size of hair, healther deashed of the fine her older brothler  "Friedenther Storting who he the hair data used." sandroll  er, Affact the put it on, Healther was happy because the war  it of long."  " T can't help you, but you can just self me the parts you  agently a sandroll  getting to rear disease    D	owout it but it was ready to play.  Identity (LCI)  # of times used  1
When she went to got her half, it wasn't like I then she decided to ask the brothers sho I asked, "Here you seen my blase, worn a laked," There you seen my blase, worn a lot or layer to me. I resulter that prescript in SAY." Thanks for interesting, how you had me the SAY. "Thanks for interesting, how you had me the SAY." Then you finished?" SCORING Sony Gramman (SG) 2 POINTS Character Heather I any name 2 got the seen of t	as Sec of his. Healther dealshed of the Sech ber older broken  "Healther's Exclusive whee the half and such "sushbot  at Adds: the pat it on, "Healther was happy because the war  at story."  "I can't help you, but you can just sell me the parts yo  god / a soder  god / a sode	owout it but it was ready to play.  Identity (LCI)  # of times used  1
When she went to got her half, it wasn't like I then she decided to ask the brothers sho I asked, "Here you seen my blase, worn a laked," There you seen my blase, worn a lot or layer to me. I resulter that prescript in SAY." Thanks for interesting, how you had me the SAY. "Thanks for interesting, how you had me the SAY." Then you finished?" SCORING Sony Gramman (SG) 2 POINTS Character Heather I any name 2 got the seen of t	so that is have dealed of the fine the older broken from the fine the colder broken from the fine that and, if washoot of the fine that the fi	oward food feats are specified to the sp
When she went to got her half, it wears It is.  Then she decided to sake brothers sho I asked, "there you seen my blase, worn a laked, "there you seen my blase, worn a laked, "there you seen my blase, worn a laked," "Thanks for interesting, how you had me to BAY." "Thanks for interesting, how you had me to BAY." "Any you finished?"  SCORING  Story Gramman (EG) 2 PCINITS  Character Heather I any name 2 Got Gramman (EG) 2 PCINITS  Character Jessey of the story of the sto	so the of has, Healther dealshed of the Steel her older brokels  "Healther's better given her the hat and aud," wastedot  at Abbt de her put it on, Healther was happy because she was  at story."  "I COM'T    FORKT   0	oward food feats ready to play remember.**  ### ### ### ### ### #### #### ####
White net went to got then had, it wasn't by Italy and excluded to sale the bedders also it and asked, "Here you seen my blase, worn at half you got a seen my blase, worn as half you got a seen my blase, worn as half you got a seen my blase, worn as half you got a seen my blase, you a BAY. "Thanks for interning, Now you tell most BAY." "Thanks for interning, Now you tell most BAY." "The you dissisted"  SCORING  SC	as Sec of Nais. Healther dealshed of 10 Steel her older brothler  "Healther's Exclore gave her the half and such "susticol"  at Adds the part on, Healther was happy because the war  at Steel her beginning to the second of the	oward food feats ready to play remember.**  ### ### ### ### ### #### #### ####
When the weet to got the half, it wasn't by Then the decided to ask the trother who I had not stated. "Here you because by take, we trother who I all the stated of the st	so that in his healther dealthed of the fine her older broken bro	owers foot was  sensity (s.c.)  # of three used  # of th
When the west to got from fair, it wears I had be decided to ask mothers who I had be decided to ask mothers with the protection of the company of the co	so that is has healther dealed of the fine has older broken from the fine that is a second of the fine	ower & Cot # was  seen to large  feestly (LC)   # of three used   # 1

Dynamic Assessmen (Scores from page 2)	st of Decoding Seld	iesil	Occurs from page 3-6	of Language Su	blest		
Protest	Teaching	Postlest	Protest.	Tracking	Position		
Correct Correct Sounds Words	Pusponsiveness	Cored Cored Sounds Wards	TO LC E Total Score	Responsiveness	BG LC E Total Score		
Interpretation an			Dynamic Assessmen	f of Language Sa	Med		
Clid the student read correctly, either blen segmented (e.g., 1	dud in ig., tad) or	Not at risk	Old the offudient  G-O-O or O-O-O on the Pretent Ep  Pretent Total Score of	to Q-Q-G-G	YES Not at risk.		
Was Learning Responsiveness 3		latervention recommended	1,	40			
↓ NO		Bennouncember	Was Learning Responsiveness to	YES Intervention recommended			
Was Learning Plenponsiveness	s Dosle s 47	Not at risk	1	10	New York		
Did the student read correctly, either blow segmented (e.g., 1)	ded in a tadi or	Not at mak	Was Learning Responsiveness		YES Not at ma.		
NO Did the student read siz or more.		TES Not at ma	Old the student rice Total Score of S	YES Not at risk			
	NO			10			
recomm			Interven				





# DECODING Classification Accuracy • UT: 800 kindergarten students (600 followed longitudinally to end of first grade) All students: - PEARL: 92% sensitivity, 83% specificity - DIBELS: 79% sensitivity, 50% specificity Hispanic students: - PEARL: 100% sensitivity, 76% specificity - DIBELS: 87% sensitivity, 36% specificity • AZ: 232 kindergarten students (PEARL) • 90% sensitivity • 86% specificity

on Accuracy
N/A
1

# MTSLS: What Do We Need?

# 1. ASSESSMENT

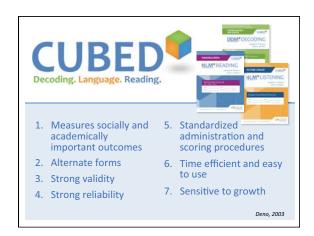
Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students' language skills and measuring growth over time.

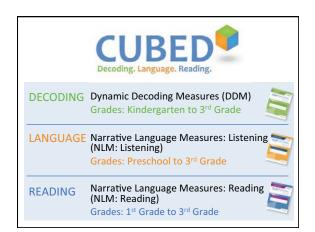
- Universal Screening
- Intervention Planning
- Progress Monitoring

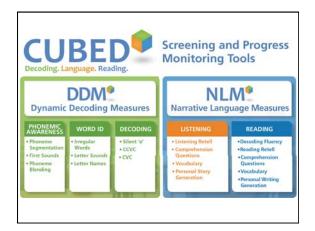
# 2. INTERVENTION

An effective, language curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children.

- Whole class
- More intense
- arrangements



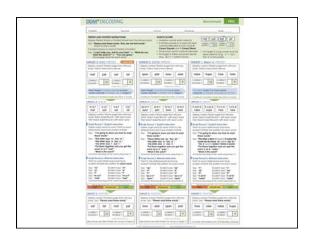




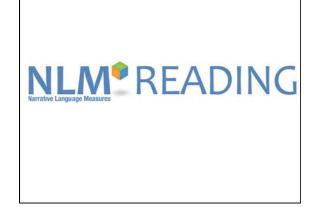
# PHONEMIC AWARENESS WORD IDENTIFICATION DECODING

The complete of the complete o	Dwife	bried	_here	~	- See
## Common Commo	SARGET I: Pronome Legmantolism				
March 1997   Proceedings   March 1997   Procedings   March 1997   Proceedings   March 1997   Proceed	The gaining has she is word. After long it, yet not she was of the countries to the word. After long it, yet not show the first long in the same of the long in the same of the long in th	he sound in our of the thinking with Chip the care of south Chip the care of the	tel me i ter ter ter ter ter ter ter	And the second in the second i	8 1 8 8 8 1 8 8 8 2 8 8 8 1 8 8
Application	True "OK liefs do come more" (togo the lock	Two to	404	projector or	2 1 7 2 4
According to the control and t	Connective Prompt (or recorded), "Bay of the stands in the word, and the latter repress," notice	porty for not at concinnate, porty for per 2 (see	ped	BOWING	0 1 2 1 4
The state of the	as houseoff their go to next work.		NOTING CO	OWNERS PROMINENT	
Management with a series of the control of the blank of the control of the c	SARGET 2- Red Sciences				
to The going is not a mod the rise may have the district by the most had often been from the most model.	the second price have the first underly present.  In the first an exact of the first of the firs	share a region in the thinking and colds. Claim is comed valued to consider the global file and place the global file and place the global file and place the global file and global file. The global file and global file. The global file and global file.	1 x 2 x 1 x 2 x 2 x 3 x 3 x 3 x 3 x 3 x 3 x 3 x 3	e Bu suid y suid	

To FEET 1 Integrate World  Topins consequently traped Water have decided from Soci "Report and flower words, if you don't have a word, Mark OC and were party."  O Recording for it is not considered as a second of the consequence of the conse	April death / Reningth words man Francesco	
District compareding regular Nation Nation (Nation Incom. Nation Conference and Research, E year depth force a word, Built to OK, and seen parity !		
Surgici i Institutione i consi <b>Exampline</b> De not authorities longer 2 before bounds of manifest of animo- matical test some processing decommon land during this longer processing animon processing and during this longer processing animon processing and during the longer processing animon processing animon processing animon processing animon processing the processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon processing animon animon processing animon processin	\$1 0 0 00 1 00 1 00 1 00 1 00 1 00 1 00	Sey you was a face of the sey of
	and the second second second	MORES
In EVAL 2 under leventh  There's consequenting latery bunch from almost level  The State make levels. "Exercise portrol for 4-1  Into "The sound this letter makes is less! They com?"  The "I will you be feel on the pounds from letters makes, it  you don't know a sound. More letters makes, it  for it is not for the feel on the sound for the letters makes. If  for it is not follows. "I have been passing."	Purp gar   through increased provide on common page (and page large) from common page (and page large) from common page (and page large) from a first do not a common from a	or Carrier (gr), if shudden? (Frinciament), one's purer to the
Four to the decision of the control	W V G P I I A B I G B O T I I B B C B I T K I U th wh Pt Ch Th	# L L L L L L L L L L L L L L L L L L L
		32460 - 4E
INFORT I LARGE WOMEN	The state of the same became a state	
Note "Letters have names." (Furnished points to the Digother has been of the phonon people.  The "The same of this latter is "and "See the".  The "All those before homes I word you to tell me the name of these before.	the State of the State of Stat	in the phononical con-
Dist * Type den't have a some that G.C. Led have going."	* F R R & R R R R R R R R R R R R R R R R	C U O

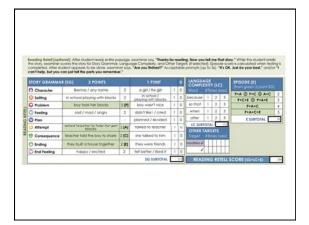


# Listening Retell Comprehension Questions Vocabulary Personal Story Generation Listening Comprehension Listening Comprehension Listening Comprehension measured through story retels as well as questions about the story. Expressive Language Using the optional generation section, and analyzed. Informati Word Learning Definitional vocabulary questions reflect students' ability to determine the meaning of words through context. Proxy for Reading Comprehension are the same contract, the Nukl. Extening measures reading comprehension before students can decode. Proxy for Reading Comprehension are the same contract, the Nukl. Extening measures reading comprehension before students can decode. Section, Students' writing can be elicited and scored. Grades: PreK – 3rd Grade Proxy for Reading Comprehension are the same contract, the Nukl. Extening measures reading comprehension are the same contract, the Nukl. Extening measures reading comprehension as excellent the very large transport of the Nukl. Reading helps educators determine if the Nukl. Rea

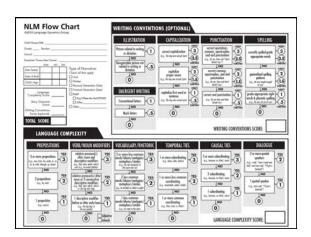


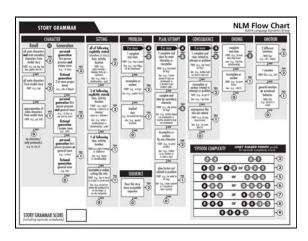








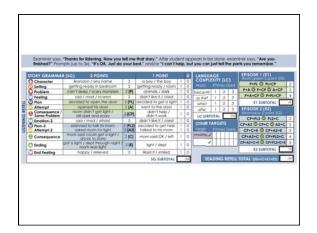
















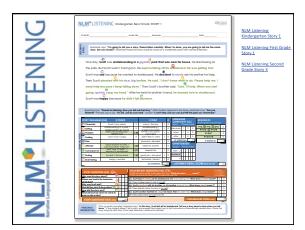
	2 Points		
Character	main character's name / any proper name used to identify the main character	generic character description (boy, sister) NOT pronouns	only pronouns or generic secondary character (e.g. family, mom, sister, friend
Setting	setting activity AND location	location OR setting activity	no information about the setting
Problem (P)	complete AND clear problem	incomplete OR unclear problem	no problem
Emotion	specific emotion related to problem	general emotion or behavior related to problem (e.g., didn't like it, cried)	no emotion or emotion behavior
Plan (PL)	cognitive verb is used along with a specific plan of action	cognitive verb is used (e.g., decided)	no cognitive verb
Attempt (A)	specific attempt by main character to fix the problem using dialogue or brief description of their action (asking someone for help)	general attempt to fix the problem without dialogue or a description of action	no attempt to fix the problem
Consequence/ Same Problem (CP)	complete AND clear problem stated again	incomplete OR unclear problem stated again	no problem restated
Emotion-2	specific emotion related to problem stated again	general emotion or behavior related to problem stated again (e.g., didn't like it, cried)	no second emotion or emotion behavior

Emotion-2	specific emotion related to problem stated again	general emotion or behavior related to problem stated again (e.g., didn't like it, cried)	no second emotion or emotion behavior
Plan-2 (PL2)	cognitive verb used again with a specific plan of action	cognitive verb used again (e.g., decided)	no second cognitive verb
Attempt-2 (A2)	second, specific attempt by main character to fix the problem using dialogue or brief description of action (asking someone for help)	second general attempt to fix the problem without dialogue or a description of action	no second attempt to fix the problem
Consequence (C)	second complete AND clear description of the direct result of the second attempt / what the secondary character does to help the main character	a second incomplete OR unclear description of the direct result of the second attempt	no description of the result of the second attempt
Ending (E)	complete OR clear events after solving problem	incomplete OR unclear events after solving problem	no description events after solving problem
Ending Emotion	specific emotion related to ending or consequence	general emotion or behavior related to ending or consequence (e.g., didn't like it, cried)	no emotion or emotion behavior



Um, this kid, um Shane was getting ready for school because he was late and he couldn't find his shirt so then he asked his mom to help him find it and she told him it was on the dryer and he got it and he was happy.

	ST	ORY GRAMMAI	R (SG) 2 POINTS		1 POINT		0	LANGUAGE COMPLEXITY (LC)	EPISODE (E)  Ifrom green 2 point SG)
	c	Character	Shane / any name	2	a boy / the boy	_	0	Word #Times Used	P+A P+C A+C 2
	G	Setting	getting dressed in his room	2	in his room / getting dressed	1	þ	because 1 2 3	P+C+E P+A+E 3
Ħ	G	Problem	couldn't find his favorite shirt wanted to wear a shirt to school	2 [P]	couldn't get dressed	Т	0	when 1 2 3	P+A+C (4)
REF	Œ	Feeling	sad / mad / angry	2	didn't like it / cried	1	0	after 1 2 3	P+A+C+E 5
S	C	Plan			decided / thought	1	0	LC SUBTOTAL 1 /9	E SUBTOTAL 4 /5
STENI	0	Attempt	said, "do you know where my shirt is" / asked mom for the shir	2 [A]	talked to his mom / asked for help	1	0	OTHER TARGETS Target #Times Used	
H	8	Consequence	mom told him where the shirt was	2 [C]		_	0	then /	
	C	Ending	put his shirt on / got to wear his favorite shirt to school	2 <b>[F]</b>	went to school / wore	1	)	Modifiers ✓	
	C	End Feeling	happy	2	felt better / liked it	Τ	0		
			_	$\overline{}$	SG SUBTOTAL	12	(17	LISTENING RETELL	SCORE (SG+LC+E) 17/31



	2 Points	1 Point	
Character	main character's name / any proper name used to identify the main character	generic character description (boy, sister) NOT pronouns	only pronouns or generic secondary character (e.g. family, mom, sister, friend
Setting	setting activity AND location	location OR setting activity	no information about the setting
Problem (P)	complete AND clear problem	incomplete OR unclear problem	no problem
Emotion	specific emotion related to problem	general emotion or behavior related to problem (e.g., didn't like it, cried)	no emotion or emotion behavior
Plan (PL)	cognitive verb is used along with a specific plan of action	cognitive verb is used (e.g., decided)	no cognitive verb
Attempt (A)	specific attempt by main character to fix the problem using dialogue or brief description of their action (asking someone for help)	general attempt to fix the problem without dialogue or a description of action	no attempt to fix the problem
Consequence/ Same Problem (CP)	complete AND clear problem stated again	incomplete OR unclear problem stated again	no problem restated
Emotion-2	specific emotion related to problem stated again	general emotion or behavior related to problem stated again (e.g., didn't like it, cried)	no second emotion or emotion behavior

itive verb used again with a ific plan of action and, specific attempt by main acter to fix the problem	cognitive verb used again (e.g., decided)	no second cognitive verb
	second general attempt to fiv	
g dialogue or brief ription of action (asking eone for help)	the problem without dialogue or a description of action	no second attempt to fix the problem
and complete AND clear ription of the direct result of second attempt / what the indary character does to the main character	a second incomplete OR unclear description of the direct result of the second attempt	no description of the result of the second attempt
plete OR clear events after ing problem	incomplete OR unclear events after solving problem	no description events after solving problem
ific emotion related to ng or consequence	general emotion or behavior related to ending or consequence (e.g., didn't like it, cried)	no emotion or emotion behavior
	and complete AND clear ription of the direct result of second attempt / what the indary character does to the main character plete OR clear events after ing problem	and complete AND clear and complete AND clear description of the direct result of description of the direct result of the second attempt / what the the main character the main character let each clear events after incomplete OR unclear events after solving problem file emotion related to ng or consequence

# **CUBED Technical Information**

Grade	NLM Listening Lexile	Mean NLM Listening MLU	NLM Reading Lexile	Mean NLM Reading
Preschool	420-440	6.75	n/a	n/a
Kindergarten	480-500	7.00	n/a	n/a
First	500-510	8.81	First 75 words = 300 Overall = 500-510	9.05
Second	590-610	9.52	First 90 words = 500 Overall = 590-610	9.61
Third	750-770	12.00	First 115 words = 600 Overall = 750-770	12.04

### Table 7. CUBED Inter-rater Reliability Point-to-Point Inter-rater Reliability (Range) CUBED Measures Phonemic Awareness Phoneme Segmentation First Sounds 97.4% (94-100) Phoneme Blending DDM Word Identification 100% Irregular Words 95.8% (70-100) Letter Sounds 97.7% (90-100) 98% (94-100) CVC (pretest sounds) 99.3% (92-100) CCVC 94.2% (67-100) Silent 'e' 96.2% (75-100) Real-Time Narrative Retell Scoring 95% (64%-100%) Vocabulary Questions 82% (75%-100%)

CUBED Measure	Alternate Forms Correlation Coefficier
DDM Decoding	
CVC	.94
ccvc	.97
Silent 'e'	.96
NLM Listening Retell	.64
NLM Reading Retell	.67
NLM Decoding Fluency	.92
NLM Story Questions	.70
NLM Vocabulary Questions	.45
Between NLM Listening and NLM Reading Retells	
Second & Third Grade: All Ethnicities	.75
Second & Third Grade: Hispanic	.74
Second & Third Grade: Native American	.67
Second & Third Grade: Caucasian	.74

NLM List	ening Retell		
Criterion Measure	n	r	•
		Preschool	Grades K-3
Writing			
Curriculum-Based Assessment for Writing	86		.69 (.51)
Narrative Language Sample (Frog Where Are You?)			
Episode Complexity	50		.69 (.53)
Story Grammar	50		.67 (.52)
Number of Different Words	112	.55 (.44)	.68 (.54)
Total Number of Words	112	.51 (.41)	.66 (.49)
Mean Length of Utterance	112	.35 (.28)	.74 (.53)
Total Number of Utterances	112	.36 (.29)	.70 (.52)
Expository Language			
Information Retell	917	.42 (.32)	.68 (.50)
Clinical Evaluation of Language Fundamentals Prescho	ol (CELF-P)		
CELF-P Core	62	.59 (.47)	
Renfrew Bus Story			
Information	5	.95 (.88)	

Note: All correlations were significant, p < 0.5. For corrected coefficients, estimates for Frag reliability were from Helimann, Miller, Iplesias, Fobiano-Smith, Nockerts, & Andriacchi (2008), Reading Street reading comprehension end of unit test reliability data and reliability for the district wirting assessment were not available. We estimated 70 for those tests. Writing reliability was 7.0. Expository was 7.0. Sus Stary reliability for Information was 7.9 ecording to the Bus Story Manual. Average reliability for the CELF was 1.0.

Table 11. Corrected (uncorrected) correlations between fall CUBED Scaled Score Language Composite and fall MAP

Fall CUBED Scaled Score Language Composite				
Criterion Measure	n			
		Grades K-3		
Measuring Academic Progress (MAP) Fall				
RIT Score	1,146	.88 (.78)		
MAP Foundational Skills	566	.79 (.71)		
MAP Language and Writing	1,143	.85 (.76)		
MAP Informational and Literature	566	.74 (.66)		
MAP Vocabulary Use and Functions	1,143	.83 (.74)		

Note: All correlations were significant, p. -05. The CUBED Scaled Scare Language Composite is the sum of scaled score from the highest NLM Listening retell, NLM Reading retell, Vickobulary Questions, and Decoding Fluency fall targets. MARP = Measures of Academic Proyects fall administration, RT = Reads Unit.

Table 12. Corrected (uncorrected) correlations between fall CUBED Scaled Score Reading Composite and fall MAP

Criterion Measure	n	,
Measuring Academic Progress (MAP) Fall		
RIT Score	1,146	.44 (.39)
MAP Foundational Skills	566	.64 (.57)
MAP Language and Writing	1,143	.43 (.38)
MAP Informational and Literature	566	.59 (.53)
MAP Vocabulary Use and Functions	1,143	.42 (.37)

Note: All correlations significant, p. < 05. The CUBED Scaled Score Reading Composite in the sum of scaled scores from the DDM Word Identification, DDM Letter Sounds, and DDM Phoneme Segmentation fall targets, and the highest NLM Listening retell, IWAR Reading retell viceobalary Questions, and Decoding Fluency fall targets. MAP + Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 13. Regression analyses using fall CUBED raw scores to predict winter MAP performance

Criterion Measure	n	R <sup>2</sup>	
		Grades K-3	
NLML and NLMR Predicting MAP RIT	1,512	.43	
NLML/R Vocab and DDM Irregular Words Predicting MAP Vocabulary Use and Functions	1,512	.55	
All CUBED Measures Predicting MAP Foundational Skills	1,512	.64	
Decoding Fluency and Phoneme Segmentation Predicting MAP Language and Writing	1,512	.78	
DDM Irregular Words, Vocabulary Questions, and Phoneme Segmentation Predicting MAP Literature and Informational	1,512	.69	

Note: All correlations were significant, p <.01; NLML = NLM Listening retell; NLMR = NLM Reading retell; MAP = Measures of Academic Progress fall administration; RIT = Rasch Unit.

Table 15. Corrected (uncorrected) correlations between fall CUBED Scaled Score Language Composite and winter MAP

Criterion Measure	n	r	
		Grades K-3	
Measuring Academic Progress (MAP) Winter	9	- N	
RIT Score	1,146	.88 (.79)	
MAP Foundational Skills	566	.78 (.70)	
MAP Language and Writing	1,143	.84 (.75)	
MAP Informational and Literature	566	.77 (.69)	
MAP Vocabulary Use and Functions	1,143	.84 (.75)	

Note: All correlations were significant, p < .05. The CUBED Scaled Score Language Composite is the sum of scaled score from the highest NLM Listening reteil, NLM Meading reteil, Vocabulary Questions, and Decoding Fluency full targets. MAP = Measures of Academic Propriess full administration, RIT = Rask Link Unit.

Table 16. Corrected (uncorrected) correlations between fall CUBED Scaled Score Reading Composite and winter MAP

Criterion Measure		site	
Criterion Measure	n	Grades K-3	
Measuring Academic Progress (MAP) Winter			
RIT Score	1,146	.49 (.44)	
MAP Foundational Skills	566	.65 (.58)	
MAP Language and Writing	1,143	.46 (.41)	
MAP Informational and Literature	566	.62 (.56)	
MAP Vocabulary Use and Functions	1.143	.47 (.42)	

MARY VOCADULARY USE and FUNCTIONS

Note: All correlations significant, P. o. O.S. The CUBED Scaled Score Reading Composite is the sum of scaled scores from
the DDM Word identification, DDM Letter Sounds, and DDM Phoneme Segmentation fall targets, and the highest NLM
tistening retell, NLM Reading retell, Vocabulary Questions, and Decoding Fluency fall targets. MAP = Measures of
Academic Progress fall administration, RIT = Rosh Unit.

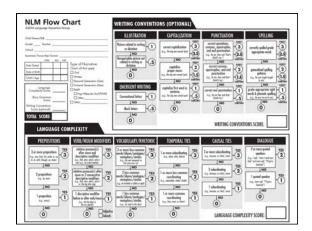
Table 17. Sensitivity and Specificity of CUBED Third Grade Fall Assessment for End of Year PAWS Reading Assessment

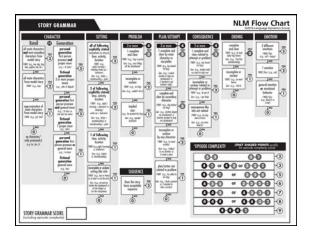
CUBED Third Grade Fall Assessment				
End of Year Reading Criterion Measure	Sensitivity	Specificity		
PAWS (end of year) at or Below Basic = At Risk*	90%	73%		
PAWS (end of year) Below Basic = At Risk**	100%	83%		
PAWS (end of year) Below Basic = At Risk***	75%	76%		

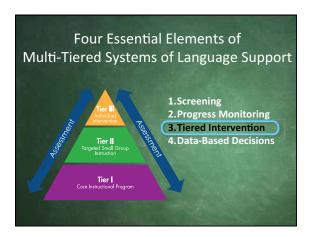
PAMS (end of year) Below Basic = At Risk\*\*\* | 75% | 76% | 76% |
Note: PAWS - Stote of Wyoning Redoring Assessment administered in Morch; "Frediction = CUBED Third grade fall ocombined NLM Listening, NLM Reading, NLM Nocabulary, and NLM Decoding Flenery measures, Wilks' Lambda = .780, p = .001; "\*Prediction = CUBED Third grade fall combined NLM Listening, NLM Reading, NLM Nocabulary, and NLM Decoding Fluency measures, Wilks' Lambda = .770, p < .01; \*\*\* Predictor = CUBED Language Composite Scaled Scores, Wilks' Lambda = .20, p < .001;

# Think – Pair - Share

- What CUBED data are most important to you?
- How will you use the CUBED?
- Take a minute to think.
- Get a partner.
- Discuss your answers.







# MTSLS: What Do We Need?

## 1. ASSESSMENT

Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students' language skills and measuring growth over time.

- Universal Screening
- Intervention Planning
- Progress Monitoring

# 2. INTERVENTION

An effective, language curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children.

- Whole class
- More intense
- arrangements

Ukrainetz, 2006



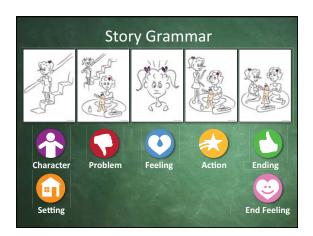
- Manualized
- Flexible

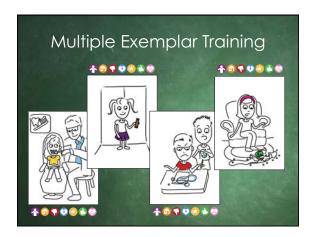
## **Key Features**

- Carefully structured stories
- Engaging visual materials
- Explicit teaching procedures
- Fun and motivating

# Alignment of Tiers | Interval | Individual | Interval | Interval









# **Large Group Procedures**



# Large group

Systematic Scaffolding Signals Story Gestures Questioning Individual Turns Least Restrictive Prompts Corrections

Large Group Video

# Large Group Procedural Checklist 1: 1: 1 Lader Change Change Maker C

- ☐ Interventionist retells the story and model the gestures☐ Students play story gestures

- 4 Partner Retell
- 5 Champ Ceremony
- ☐ Students show trophy
  ☐ Everyone claps and cheers for the team

## **Small Group Procedures**



#### **SMALL** group

Seating/Rotation Personal Stories Story Games Scaffolding Corrections Prompting Differentiation Variations

# 

Small Group Video

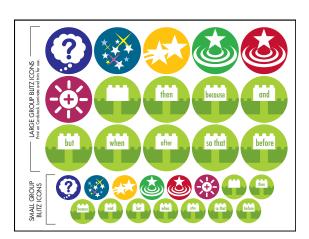


### Extensions





- 12 additional stories
- Each story has levels A-J
- An Extension of the Story Champs "Classic" curriculum
- Can be used for students in older elementary grades or for students who have mastered the narrative language in the Classic stories.





# Levels: **Targets**

- Level A explicit vocabulary (sparkle), word learning through context
- Level B explicit vocabulary (sparkle), word learning through context
- Level C causality (e.g., because)
- Level D temporal subordination (e.g., after, when)
- Level E modifiers (e.g., adjectives & adverbs)
- Level F causality, temporal subordination, sparkle
- Level G causality, modifiers, sparkle
- Level H temporal subordination, modifiers, sparkle
- Level I causality, temporal subordination, modifiers, sparkle
- Level J multiple episodes, causality, temporal subordination, modifiers, sparkle

#### LEVEL A

#### 13: Brynn's Melted Mess

Last week Brynn was getting a chocolate candy bar at the store because she helped clean the house. After Brynn got her candy bar, it melted in the car. She felt disappointed because her candy bar was ruined. Brynn said to her mom "Can I have another candy bar please?" Then Brynn's mom bought her another one. She quickly gulped down her yummy candy bar. She ate it fast. It was delicious,

Explicit Vocabulary Targets							
rvined	destroyed; cannot be used						
gulped	ate really fast						
delicious	yummy to eat						
disappointed	not what you wanted						

Contextual Vocabulary Instruction							
Contextual Vocabulary Targets	Confextual Support Embedded in Story						
gulped	quickly; ate it fast						
delicious	yummy						

STORY 13: Brynn's Melted Mess LEVEL	Α

LEVEL B	
10. On and Malked Man	
13: Brynn's Melted Mess	
On a very hot day last week, Brynn was buying a chocolate candy bar at the store because she cleaned her messy room that was cluttered. After Brynn got	
her candy bar, she got in the car to go home but the car was swellering, and her candy bar liquefied. Brynn felt disappointed because her candy bar was	
$\it melted$ and $\it gooey$ . Then Brynn decided to ask her mom for help. She nicely said	
to her mom "Can I get a new candy bar please?" Brynn's mom responded, "OK, Lets go get you one." Then Brynn's mom bought her another candy bar.	
Brynn had learned her lesson, so she ate it right up. When she quickly ate her candy bar, she was <b>thrilled</b> because it wasn't melted.	
condy but, site was named because it wasn't mened.	
	_
LEVEL C	1
13: Brynn's Melted Mess	
Last week Brynn was getting a chocolate candy bar at the store because she	
helped clean the house. Brynn's candy bar melted in the car because it was so hot. She felt disappointed because her candy bar was ruined. Then Brynn	
decided to ask her mom for help. Brynn said to her mom, "Can I please get another candy bar because mine is all melted?" Then Brynn's mom bought her	
another cardy bar because she was feeling kind. Brynn had learned her lesson.	
She quickly gulped down her candy bar so that it didn't melt. Brynn was thrilled because her candy bar was delicious.	-
LEVEL E	
13: Brynn's Melfed Mess	
Last week Brynn was getting a huge, chocolate candy bar at the store because	
she helped clean the messy, dirty house. After Brynn got her big candy bar, it slowly melted in the swellering car. She felt extremely disappointed because	
her delicious candy bar was gooey. Then Brynn decided to ask her mom for	
help. Brynn calmly said to her mom "Can I get another candy bar please?"  Then Brynn's mom kindly responded by buying her another one. Brynn had	
learned her lesson. She quickly ate her candy bar and it was absolutely tasty.  She was totally thrilled.	
ON THE ISSUED	
<u> </u>	

#### LEVEL I

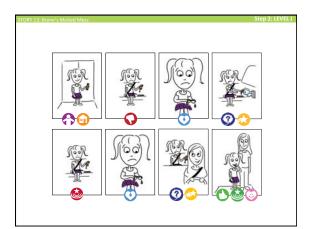
#### 13: Brynn's Melted Mess

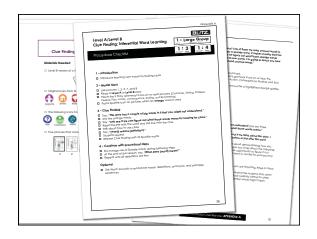
Last week Brynn was getting a huge, chocolate candy bar at the store because she helped clean the dirty, cluttered house. After Brynn got her big candy bar, it slowly melted in the swelltering car because it was so hot. When it melted, she felt extremely disappointed because her candy bar was a liquefied, gooey mess. After Brynn settled down, she decided to ask her mom for help. She calmly said to her mom "When I opened the candy bar wrapper it was a melted mess. Can I get another candy bar because mine is ruined?" When Brynn's mom saw the melted chocolate, she kindly bought her another one because Brynn asked nicely. After Brynn got her new candy bar, she had learned her lesson. She quickly gulped it down so that it didn't melt. After she ate the absolutely yummy candy bar, Brynn was totally thrilled because it was delicious.

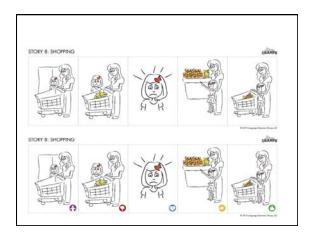
#### LEVEL J

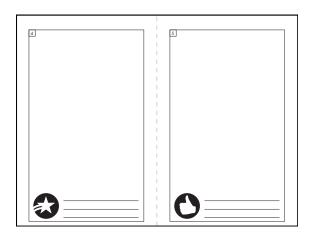
#### 13: Brynn's Melted Mess

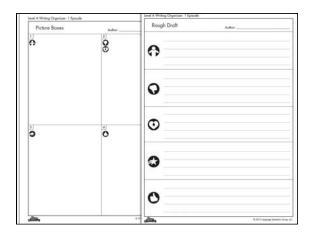
Last week Brynn was getting a huge, chocolate candy bar at the store because she helped clean the dirty, cluttered house. After Brynn got her big candy bar, it suddenly melted in the swellering car because it was so hot. When it melted, she felt extremely disappointed because her candy bar was a liquefied, gooey mess. Brynn decided to try and cool the candy bar down using the car's air conditioner. Although she put the candy bar right up to the cool air, when she opened up the wrapper, it was still folally melted. Brynn was very unhappy. After Brynn settled down, she decided to ask her mom to help. She calmly said to her mom "When I opened the candy bar wrapper it was a melted mess. Can I get another candy bar because mine is ruined?" When Brynn's mom saw the melted chocolate, she kindly bought her another one because Brynn asked nicely. After Brynn got her new candy bar, she had learned her lesson. She quickly gulped it down so that it didn't melt. After she ate the absolutely yummy candy bar, Brynn was totally thrilled because it was delicious.

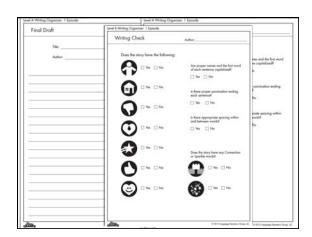




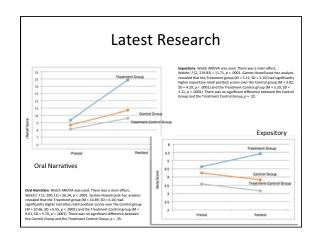


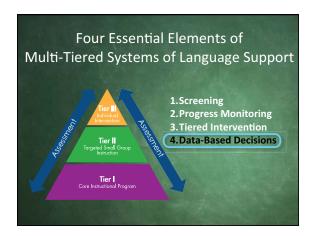




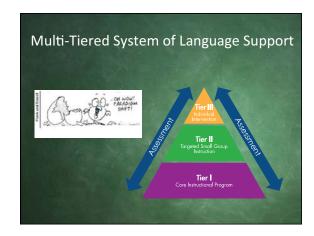












#### **Data Based Decisions Decisions needed** Same data from the include... CUBED can... • Who needs intervention • Identify students for intervention • What should they be Identify targets for taught intervention When should intervention be adjusted Determine when mastery is reached

### DBD: Who needs intervention?

- Conduct universal screening with all students preK-3<sup>rd</sup> grade Fall, Winter, and Spring using DDM and NLM: L/R (retell)
- Use student's best score out of 2 (1st-3rd) or 3 (PreK-K) in single session
- Use a criterion score (level of performance) to assign level of risk for each student (e.g., high risk, moderate risk, at benchmark)



igure 5										
Presch	ool							Adva		
	PEARL	NUM Listening Seteli	Asserem	nie ess	DOM Word Identificat		DEM Decoding	Modes Modes	ne files	
		Retell Total	I Phones Segments	ne irregula mon Worth	Letter Sounds	Letter Names	Furt Sounds*	*Recommend adjusting percogning lints:		
		8 II 11 3-11		17 m 2 m 4	A STATE OF	241	6	accords	ng to intensity of	
Spring	Middle on all Profit			1	1	413	4.5	Support Rating		
	1700 7000	4			100	1				
Kinder	rarten									
-		NON	DDM Phon	erior.	DOM			TOM		
	PEARL	Datesing Saturk System			Word Identificat	Letter	OVE	CCVC	ding	
		meter tute	Segments			Names	Post Sounds*	Post Sounds*	Pest Sounds*	
	Mark wat	II DE	677	10 10	14 150	15 E-881	1011	30 10020	DESCRIPTION OF REAL PROPERTY.	
full	Pert/Street	5-33	39-21	5.9	6-33	7-14	6-10	5-9	47	
	turner.	1	U	17 18	3.0	10.600	3			
	Interven MAG.		17 (38) 27 (38)			45, 32	12	31	1 (0.000)	
Winter	with tourism	0-02 0-2		3:11	11:37	1646	11	B-00	9.6	
_		14 100	29	THE R. LEW	NAME OF TAXABLE	47 188	1100	1100	10 DIVERSION	
toring		10-13	15-21			16-49	- 11	9-00	8-9	
	2		14	10	- 15	180	35	1000	1.0	
First G	a da		_							
FIRST G	NLM Listen	ng/	DOM	NEM Decodie						
NLM Read		ing Phonema			entification.		Decoding		Fluency	
- 7	Retell To	34	Phonenie gmentation	-	h Letter Sounds	Fost Sound				
Fall				17 11 11	53 (188)	101110	E113	11	46 (74)	
	14		15-28	12-96	39-52		10	20	16-45	
	13	100	34	11	38	- 11			15	
Winter		3000	1	40 1008	45	17		-31	17-45	
-	13-38	_	17/28	13-99	38-54	-	- 11	37	17:43	
-	100		20	247	36	120	120	100	11 1100	
Spring	10-10		19-21	1441	40-55			12	19-52	
1000	20-11	_	10.00	25.41	40.23	_		- 27	45754	

-	d Grade	_											1
Secon	Grade	NUM	00		_		006					M	-
	Listening	Reading Reteti.	Word Identification		Decodin			Sine			Decoding Fluency		
	Re	tell Total	irregular	Irregular Words		undi*	Post Sounds*		Fort Sounds*				
Fall	34	The same of	- 44	- 0	II.		T LI	-	H		56	105	
Fatt		20-23	14	5						20	- 1	-55	
Winter	1000	29	43	- 0	12		12	Committee of	12		40	139	
Winter		20-24	25-47						33		2	-58	
	26.0	30	43	- 52	3120		12	100	120	12	120	10011120	
Spring		21-25	- 24	26-48					11		- 51	78	
	_	-	_		_		_		_	-		_	
Third (	Grade												
		NEM Listening/Reading Setell Setell Yotal CVC				DOM Decoding						MM	
		Retell Y	Retell Total CVC Post Sou			CCVC 18					Decodin		
Fell (1 rec	eth post	35 17-2	The .	- 12	200	12	100	-		Sept.	- 82	150	
MTSS inst	ruction)	10		- 1			11		- 11		1000		
Winter		18-2	114	- 11		- 12					.90	134	
Wester		17				TOTAL S	11	-	20	COLUMN TWO	1000000	A COLUMN	
2000		30	50 30-29 E2		12				1200		79	45	
Spring		20-21	- 11		i i		-	11		- 7	45		

